

A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Critical reflection is the continued process of acknowledging and understanding the effectiveness of our teaching assumptions (Brookfield, 2017). Critical incidents within education are predominantly seen as minor incidents which occur in school as opposed to large significant events (Shapira-Lishchinsky, 2010). The use of critical incidents within education practices allow us to make better judgements and gain understanding of meaning in certain situations (Tripp, 1993). They enable us to look at the bigger picture of the incident by assessing why it has happened? Analysing critical incidents allows teachers to reflect on and improve their own teaching strategies (Joshi, 2018). Tripp (2019) believes knowledge gained from critical incidents allows you to review classroom culture, along with the actions and values of teachers. It allows teachers the ability to understand and improve their practice (Tripp, 2019). According to Joshi (2019) if teachers also use questioning within critical incidents it then allows for 'turning points' and change. He goes further explaining it enables the identification of good practices of teaching (Joshi, 2019). By examining credible research identified from an observed critical incident I will examine teaching practices and learning theories which claim to increase learning, I will identify possible solutions to next teaching and learning steps. This assignment will explore the work of key theorists, focussing on the education of the more able and talented children along with the ideas and beliefs surrounding the Constructivist theory of learning. I will identify their understanding of how children learn and the best teaching practices which prove to increase children's learning and therefore encourage success enabling children to achieve to the best of their ability.

I undertook my observation in a three-form entry primary school in an affluent area of a city. There are around 710 pupils on roll from three to eleven. It is evident to see from their school motto 'Work Together, Play Together, Succeed Together, they are a pioneer school committed to creating a new curriculum for Wales which attributes to the future success of all children and young learners. My observation took place in a year 2 class of mixed abilities. The class consisted of one teacher and one teaching assistant. The classroom was bright and colourful with a number of displays exhibiting the children's work all relating to the term's topic of 'Heroic

Heroes'. There were further displays, including class rules, birthdays, and behaviour charts. These provided the classroom with a personal, sense of belonging atmosphere enabling children to feel enthusiastic and engaged with their learning environment. The classroom benefited from an interactive whiteboard. Through this the teacher was able to deliver the learning objectives of the lessons allowing the children in-turn to participate and interact during the starter sessions and through educational games during 'free time'. The children were also able to develop their independence by taking responsibility of inputting their individual reward 'dojo' points onto the system through-out the day. The classroom consisted of three workstations, two of which were shaped as horseshoes allowing the teacher to be at arm's length of all children and one larger table used for independent work. The children were grouped together according to their ability, these groups included the more able and talented, high, middle and low achievers. To instil the terms topic of 'Heroic Heroes' group names consisted of 'Super Squad', Adventurous Avengers' 'Rapid Rangers' and Courageous Captains'. I found this very effective in creating good self-esteem for children as the lower ability group weren't aware, they were any less able than their peers. Another interesting and impacting observation I made was the use of subtle relaxing background music. The class teacher advised that she adopted this due to the class on times being quite disruptive and felt the music was an effective way of calming them down. During the lessons, the table at the back was used for independent learning, the teaching assistant sat at one table while the teacher sat at another, the fourth group were allocated free time predominantly used for outdoor play and building on their digital competency skills with the use of the class I pads. In general, I felt the daily routine and classroom structure to be very effective and organised. Most children appeared engaged and enthusiastic about learning.

I observed an independent focus group during a literacy session. The learning objective, to create comic strip speech bubbles with an onomatopoeia of their choice, was delivered by the teacher to the children during carpet time. Their task was to work independently sourcing information from their peers and the internet on the classroom I Pads. My focus fell upon one boy who had completed his work far in advance of the rest of his peers. The boy began to become unsettled and commenced to unintentionally disrupt the rest of the group who were still focusing hard on completing the task. The teacher acknowledged this and proceed to go over to check what work he had done. She provided the boy with positive feedback and presented him with an additional task. After the interaction with the teacher the boy appeared delighted, he reengaged with his work and began to make improvements leaving his remaining peers carry on with their work without disruption.

The new curriculum seeks to engage all learners within education and to equip them for the ever-changing world (Donaldson, 2015). Attention has been made to the four purposes of the curriculum, the importance of them and how they should be developed to achieve optimal learning (Donaldson 2015). Furthermore, Donaldson (2015) believes the four purposes will enable children the chance to succeed within education and help to achieve their full potential. As seen in (appendix 1), it is evident to see the boy displaying signs of being an 'ambitious capable learner' and an 'enterprising, creative contributor'. The task set for him was met with enthusiasm and engagement. He was able to choose his own onomatopoeia therefore allowing the boy to be as 'ambitious' as he wanted. In addition, the teacher also allows the boy to develop his determination to achieve which Donaldson (2015) believes is vital to long term success and wellbeing of each individual child and young person in Wales. He demonstrated his communication and confidence skills, with the evident intention of offering help to his peers. Unfortunately, this was not necessarily seen here as a positive impact for others in the group. However, a review of Donaldson's purposes by Dauncey (2015) states it is important that children should be given the opportunity and provision to learn different forms of communication and language skills. Donaldson (2015) further emphasises this, stating within the new curriculum children should be given the chance through education to build their confidence and knowledge. The boy was able to do this by being left to work independently and subsequently build on these skills. The additional task provided to him was accepted without challenge. The teacher allowed this boy to think creatively, to show his understanding and to further explore his individual capability and problem-solving skills. Donaldson (2015) also highlights the importance use of digital technology to source relevant information within learning. The boy does this independently sourcing his own information and ideas from the internet to create his work. It is evident to see from (appendix 1) that the critical incident I observed links to more than one of Donaldson's four purposes, therefore on first observational evaluation it leads the incident to be that of a positive outcome of teaching practice.

Observation is vital to understanding the individual child, including their strengths and weaknesses and progression planning. It allows practitioners the chance to see where the child is with their learning and what strategies need to be adopted in order to overcome any potential difficulties in preparation for future progression (Welsh Assembly Government, 2008). Using observational methods when looking at a critical incident, allows us to look at a deeper understanding of why such an incident has occurred and potential issues that may surround it. The more we understand the importance of observation the better it will equip us for better teaching practices (Stocco, 2014). Critical incident observation allows practitioners to analyse and verify their teaching practices whilst considering alternatives (Arthur et al.2012). Referring to (appendix, 1), it enables consideration of why the teacher approached

the boy and offered him additional work.? Why did the boy become disruptive? How is the boy developing his learning? Using observation, leads way for evaluation and next step progression focusing on a better learning outcome for future teaching and learning. Education is forever changing to adapt to children's needs. Observation gives us the knowledge to provide a better curriculum that supports children (Welsh Assembly government, 2008).

I carried out my observation method using written records, as a non-participant observer. By not directly interacting with the child I was able to witness a snapshot of what is happening, without directly influencing certain behaviours, interactions or events that could occur consequently. It gives us a broader picture of the child. Allowing assessment of the learning environment around the child including the classroom management and peers, allows for a deeper understanding of the action which Kuma (2014) believed was one of the biggest advantages. The notes I made during the observation were recorded on pre prepared record sheets. These were able to provide prompts and areas of interest to look out for during my observation allowing me not to miss anything. Using written records during an observation can be beneficial for student progress, it allows you to see where the child is and identify next step progression. In addition, it allows you to see potential room for teacher improvement. Recognise what teaching strategies work and don't work for a child. Written records however do come with their disadvantages, most notably being they can be time consuming, and vital observation can be missed. Jorgensen (1989) discusses the downfalls of the human memory and how if observations are not written up straight away then it could potentially be lost from your conscious leading to the theory that this method of observation can be biased. People can be subjective in their work, possibly creating scenarios to reflect their proposal (Kuma, 2014). Similarly, being a non-participant observer can lead way to the 'Hawthorn effect' where behaviours can change because children know they are being watched, therefore providing you with a distorted observation (Kumar, 2014). Considering the implications of this method I opted to carry out most of my observation during the afternoon, I felt it allowed time for the children to forget I was there allowing for a more accurate interpretation of their behaviours and action's.

There are many theories and teaching practices which affirm to increase learning and understanding within all children. From the observation of my critical incident see (appendix 1) I am going to identify the main idea and issues surrounding teaching the more able and talented child along with the Constructivist theory of learning. Through the use of credible literature I will identify possible suggestions of best practices to enhance engagement and learning for the more able and talented child, along with analysing the contrasting work of

Piaget and Vygotsky to gain a deeper understanding of how children learn and how best to approach teaching.

According to Donnelly & Scott (2019) when we discuss children who are more able and talented, we refer to learners who are more able and talented throughout the whole curriculum. Donnelly & Scott (2009) further suggest that all schools have a group of learners who need extra attention in the provision of additional tasks regardless to how they compare to other more able and talented children in other schools. In a report by Estyn, (2015) they found there to be 20% of pupils across the curriculum who fell under the category of being more able and talented and required more enhanced provision. Donaldson's, (2015) concept of acknowledging the future success of every individual child correlates to an important aim highlighted by Shore (1991) that the need, understanding and appropriate provision for these children within schools is essential. The same was suggested by (Marjoram, 1988) highlighting that the importance lies within helping every child do their best.

Firstly, according to (Maltby, 1984) children shouldn't be seen to be labelled and made different from their peers. In order to shield children from being 'different' the concept of mixed ability grouping is often established in classrooms. However, within mixed ability groups according to Clarke & Callow (1999) the more able children are then often not stretched enough. Therefore, Clarke & Callow (1999) believe teachers need to provide appropriate material and provision for each group member. However according to Maltby (2015) this can cause problems when a teacher only has a small minority of these pupils in her classroom, his assertion is that creating differentiated tasks, materials and activities can often be time consuming.

A clear concept for many years, notably from the work of (Maltby 1984) claimed the more able and talented child should have a curriculum that enriches their understanding and development, one which mentally stimulates and satisfies their needs. Based on an Estyn (2018) report this required more enhanced opportunities and tasks for the more able learners in order to achieve improved development. Disappointedly, according to an Estyn report (2012) many are not challenged enough. Montgomery (2015) connotes if children are not set tasks that cognitively stimulate them, they will often under function. Likewise, Donnelly & Scott (2009) indicated if children are not challenged enough, they can feel frustrated. Both these experiences are evidential in the critical incident observed in (appendix 1).

The challenge, therefore, according to Montgomery (2001) is for the teacher to provide adequate but challenging tasks that stimulate all learners. Williams (2005) goes further and refers to an 'optimal match' between the learner and the curriculum. She suggests that an 'optimal match' is met when a learner is challenged to their ability and pace (Williams, 2005). It is evident to see a distinct popular theory arising, that is the importance of a stimulating and satisfying education for the more able and talented children for them to achieve optimum levels of learning.

Marjoram (1988) goes further and believes the deliverance and style of teaching within a classroom plays a vitally important role in the outcome of children's work. It is beneficial when a teacher allows for independence and self-teaching of the more able and talented child as according to Marjoram (2018) it allows them the satisfaction of acquiring new information and new skills themselves. Furthermore, if nothing new is learnt it still allows for that individual to develop new thinking and problem-solving skills for future tasks (Marjoram, 1988)

According to research by Kaminska (2019) children are autonomous learners who enjoy sharing their knowledge with their peers. In many schools, more able and talented children are used to help with their peer's work, this has been found to be successful in developing communication and leadership skills (Estyn, 2015). Adding to this concept of independence Kaminska (2019) carried out a study to assess how more able learners conduct their learning space. She discovered that talented learners acquire information on their own while less able learners look to the help from their teachers and fellow peers (Kaminska, 2019) This leads me to the second concept observed in the critical incident seen in (appendix 1) of the constructivist theory of learning.

One of the key theorists and founders of constructivism theory was Jean Piaget. For Piaget, learning takes place when new knowledge is understood and connected with prior knowledge (Brader -Araje, 2002). This denotes learning and understanding as a biological process (Cook, 1952). The idea of the child being at the centre of their own learning formed the basis of Piaget's constructivist learning theory (Halfpenny & Petterson, 2014). Piaget focused his understanding on the concept of discovery learning where a child develops, understands and problem solves in an independent way (Halfpenny & Petterson, 2014). This adds value to discussions earlier on in this essay on the importance of independent learning. In addition to this the importance of questioning and self-directed problem solving from the child is also crucial to their learning (Halfpenny & Petterson, 2014).

Olusegen (2015) further suggests that constructivist learning promotes social and communication skills. This can be done through group tasks where learners are able to share their own knowledge and ideas to their peers. This is also highlighted by Brader – Araje (2002) who acknowledges the importance of peer interactions in enhancing learning. Such peer tutoring strategies allow learners to work together sharing and challenging ideas (Brader-Araje, 2002). Brader & Araje (2002) claim peer interactions are vitally important in enhancing learning as focusing on the larger community of learners provides for a more positive outlook on the structure of education.

Constructivism approach to learning can be seen throughout education practices today bringing with it many benefits, predominantly suggesting that it allows children to learn more whilst being able to enjoy their learning and being actively involved as opposed to being passive learners (Olusegen 2015). There are however many limitations to Piagets constructivist theory of learning. Most notably the assumption that learning and understanding cannot simply be an individual process, it must be collective in order to achieve increased learning (Anning, Cullen, Flear, 2007). Piaget struggled to accept this idea as he believed cognitive development didn't come from outside influences but rather the outside world must be made sense of by the individual themselves (Pardjono, 2002). For many Constructivists this meant the learner had no active role in their own learning and learnt it to being more passive and controlled (Halfpenny & Patterson, 2014). This in turn led many researchers to go forth and adopt the 'social- constructivist' approach to pedagogy (Anning, Cullen, Flear, 2007). For them this allowed the focus to be taken away from the individual and on their learning with the inclusion of social and cultural influence. (Anning, Cullen, Flear, 2007).

Vygotsky another key theorist in constructivist learning rejects Piagets idea of focusing on individual development (Pardjono, 2016). Vygotsky was also concerned more with the social and cultural influences of development on a learner (Pardjono,2016). He believed children can learn and develop their understanding by using a variety of cultural tools (Dolya, 2007). According to Doyla (2007) such tools are not acquired from genetic inheritance; they are instead developed through our culture. The role of the teacher and educator is to enable children to utilize these tools to gain a deeper understanding and new abilities (Doyle, 2007). According to Wertsch (1984) as cited in Pardjono (2016), the teacher and the child must have a shared understanding of a task and its goals. This leads to a better understanding that learning and development culminate from outside challenges and the help of others (Pardjono,2016).

It is hard to accept that learners are solely responsible for the construction of their own learning. Other factors must be present. B F Skinner a behaviourist acknowledge that learners require some reward or reinforcement for learning. Rewarding behaviours to insure they are maintained throughout learning (Halfpenny, Patterson, 2014). This is seen to work positively in (appendix 1) where the teacher offered praise to the boy which resulted in him reengaging and retuning to his learning with a positive outlook.

For me to identify next step teaching and learning it is vital for me to make a critical reflection on my observation. Reflecting allows me to review the process and make an analysis on the good and bad experiences and identify what can be improved to increase the quality of teaching for the future (Cambridge Assessment, 2019). Brookfield (2017) further develops this idea by claiming the role of critical reflection in teaching allows us to make more informed actions so that when something intentional is done to help students learn it actually has that effect. I intend to adopt the use of critical reflection within my own professional development to allow me to evaluate my teaching practices and provide better provisions for children to increase learning.

I focused my observation on a specific critical incident where a boy had completed his work in considerable time before his peers, consequently becoming disruptive as he had nothing further to occupy him. The teacher acknowledged this and subsequently provided him with an additional task to further engage him back on his learning. This is my first observation being a non-participant observer. I initially found this quite difficult. It was challenging to sit back and not interact with the children. To start with I also felt a sense of uncomfortableness between all involved in the observation, myself the teacher and the children. However, as the day went on, the children settled to me being there subsequently making it easier to sit and observe and get a true reflection of learning within the classroom. Throughout the day observing I was able to see several incidents that could potentially be reflected upon, however the incident I choose to focus my attention on stood out to me as it allowed me to focus on an individual within next step teaching and learning. Donaldson (2019) claims in his 'Successful Futures Report' the vital importance schools have in providing future success and well-being to each and every child and young person in Wales.

I acknowledge the need for independent learning. Independent learning is beneficial for all individuals of all abilities; therefore, It was satisfying observing this within in a classroom. It was admirable to see peer interactions and communication skills taking place throughout the task with pupils looking to their peers for assistance before asking the teacher. It was evident to see children had understood what was required of them, as learning proceeded as soon as

they reached their workstation with little need for help and advice until quite far into the task. However, for me I felt the children may have been left too long without the guidance of the teacher, this can be seen in (appendix 1) where the boy became agitated and disruptive. It shouldn't be ignored however that the initial learning objective was undertaken by the boy, but it clearly wasn't enough for him to succeed further to his own ability. Within the new curriculum Donaldson (2019) calls for ambitious capable learners and that teaching, and learning should challenge all learners. There is a need for this boy to be challenged further.

I have been able to acknowledge that different teaching strategies need to be adopted for different children. The main agenda is to get all children to a desired target, knowing their abilities from the outset (Hattie, 2012). The teacher in (appendix 1) demonstrates this. She assessed their abilities before providing a task and gave them the necessary tools for them to produce their work independently and enhance their learning. Therefore, the use of independent work should be continued to be carried out throughout learning. It leads to the increase of children's confidence and ability. Children need to develop interactions with their peers, they need to develop social and communication skills and the use of independent work is shown to allow this.

In addition, as suggested by Donaldson (2019) the creative use of technologies to source information is crucial to the new curriculum and creating better successful futures for our children. The use of the I Pad was therefore very beneficial within this incident and one that should be continued to be carried out for children to develop their digital competency skills.

Upon further reflection on the observed critical incident It is clear from (appendix 1) that the main issue within the incident was the boy becoming disruptive. In order to stop this happening again I feel the need for teacher interaction sooner within the task or the need for additional tasks ready on the table. This way the boy could access these independently without disrupting others or feeling dissatisfied. Approaching learning this way still allows children to work independently and at their own pace and ability.

The boy in my critical incident has clearly shown confidence in his work and his communication with others, therefore another suggestion could be to provide him with a 'sufficient' role within the group that he and his peers are aware of. For instance, an idea such as 'helper of the day' this way he could utilize his time conveying his knowledge to others which in turn recaps his learning but also benefits his peers.

To conclude, an observation of a critical incident in a classroom has led me to identify next step teaching and learning steps. Donaldson (2019) has requested the need for a new curriculum to ensure long term success of each individual learner. I carried out a non-participant observation in a year two class, this led me to reviewing areas of research around the more able and talented child identifying possible progression steps to a better learning outcome. The need for planning and additional tasks is crucial if a child is to remain engaged and satisfied in their learning. Furthermore, I have been able to analyse learning behaviours and how best to deal with such behaviours in order to provide appropriate pedagogy and assessment that allows all learners to flourish. I have reviewed several different theories surrounding how children think and learn and the possibility that in fact a combination of all these together provides for better understanding and improved learning. Hattie (2012) described how all children think differently, and the role of the teacher is to recognise this in order to provide appropriate learning for all. Therefore, to be able to identify next teaching and learning steps, we need to be critical in our reflection, analyse and evaluate individuals, how they think, learn, their communication and relationships. Only when this is done can we then provide an education that is challenging and enables all children across the curriculum to succeed to the best of their ability.

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Appendices

Appendix 1: OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Independent Literacy Session
Classroom culture (Are the students focused on learning?) • Majority of students are focused on the task • Independent work appears to engage students • Some students take the role of leader
Objectives (Is there a clear purpose to the lesson?) • The task was linked to previous literacy sessions the students had done. • The students were to create an onomatopoeia of their choice • All resources are provided on the table for the children, encouraging them to be as creative as they can
Direction (Are the students clear about what they are doing and how to do it well?) • Students were told their learning objective whilst sitting on the carpet. • Examples of work is set out on the table for the children to follow
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • All students can engage in the lesson. • One student didn't appear to be challenged enough as he finished the task quickly.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- A Learning ladybird sticker is stuck in the children's book outlining 3 steps expected of them and ticked off when achieved.
- The teacher goes over to the table to check the children are on task, providing feedback.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

One boy who had completed his work far in advance of the rest of his peers. This boy began to become unsettled and commenced to unintentionally disrupt the rest of the group, who were still concentrating hard on finishing the task. The teacher acknowledged this and proceeded to go over to check the boys work. The teacher then provided the boy with positive feedback giving special mention to the detail he had put into his work. The boy was then offered a further task encouraging him to look at ways he could improve his work and to produce an additional onomatopoeia. Following the conversation with the teacher, the boy appeared delighted, and quickly re-engaged with his work leaving the remainder of the group continue with their work without disruption.

Would be helpful to discuss

- More able and talented children
- Constructivist learning theory
- Behaviourist learning theory – focusing on the effect rewards has on learning.

Appendix 2: OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Literacy Session
Classroom culture (Are the students focused on learning?) • Majority of students are focused on the task • Session after lunch so some students are fidgety
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

• The task is linked to a literacy session with the use of their term's topic 'Heroic Heroes' • The children learn to understand the features of a comic strip using a key.
Direction (Are the students clear about what they are doing and how to do it well?) • Children were told their learning objective whilst sitting on the carpet. • Once in their focus group the children are told the learning objective again and given an example from one produced the previous year.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Most students can engage. The teacher goes through each point with the children waiting until they are finished. • Some students appeared to struggle with the work and became off task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • A Learning ladybird sticker is stuck in the children's book outlining 3 steps expected of them and ticked off when achieved. • The teacher regularly engages the students in questioning to check understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? From the outset one boy was signalled out for his behaviour the previous day. He was warned not to misbehave and to make sure his work was neat and not messy as it had been the day before. The boy instantly appeared to dislike this and became disengaged doing very little work. It would be helpful to discuss the behaviourist theory here. Is it beneficial to discuss previous day's events or should each day start a fresh? Could also address the concept of lower ability children. Is he acting up because he is not understanding the work?

Appendix 3: OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Guided reading
Classroom culture (Are the students focused on learning?) • Students appear engaged and enthusiastic about their reading session. A few students were distracted by students from other groups. • The session was within the classroom so quite disruptive for the group.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • The clear purpose was to build on their reading skills. • The lesson activity involved each student reading a page out loud, sounding out words they felt were difficult, with teacher supervision.
Direction (Are the students clear about what they are doing and how to do it well?) • The students are told at the beginning of the session what is expected of them. • They were told to each try and read a page out loud and listen when it wasn't their turn. • They were told to follow along when someone else was reading to try sound out the word in their head.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Each student had a chance to read out loud. • Each student was challenged on difficult words. • The teacher engaged all students at the start of the session by challenging them to think what the story could be about after looking at the front and back cover.
Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Teacher uses good assessment for learning using 'talking partners'
- During the session if one child was stuck on a word, she would ask the group if they could help.
- The teacher regularly stopped during the book to check the students were on task and if they could think what might happen next.
- Teacher checked students understanding of certain words.
- Students had to retell the story back at the end

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

During the session one girl shouted out a word in the book when it wasn't her turn. This in turn appeared to make the child who's turn it was loose confidence. It raises possible discussion of MAT students and mixed ability grouping. The girl shouting out possibly wasn't challenged enough with the reading material.

Appendix 4 - OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019

Lesson details:

Literacy lesson, working on the iPad

Classroom culture

(Are the students focused on learning?)

- Students appear engaged and enthusiastic

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

- Task playing a game on the iPad linked to literacy.
- Independent work - children to work on games on the I Pads.

Direction

(Are the students clear about what they are doing and how to do it well?)

- The activity was explained to the children during carpet time.
- Told to work independently
- Told to ask for help if they couldn't find the answer themselves

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

- It was a small focus group, so all students had access to an iPad.
- They are told to work independently trying to figure out answers to the games themselves.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Independent work so not much involvement with the teacher.
- Teacher did check on them to see if they were enjoying and what games they had chosen to play.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

One girl appeared to be really struggling with what to do on the iPad. Instead of approaching the teacher she approached another pupil from another table for help. The other pupil gave her advice on what she had to do which left her able to get on with the task. The humanist approach could be discussed with children choosing their own level of learning. Also, Vygotsky's social development approach theory, discussing the more knowledgeable other.

Assisted Reflective Conclusions (ARC) Model

Date: 25/10.2019

Critical incident (focus): Independent Literacy session (Appendix 1)

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	It was a positive experience watching how focused and engaged the children were on an independent work task. The task was set up well. Resources available to the children. It was interesting to see how different personalities came out when children were left to work alone. I did feel however they were possibly left alone too long.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	I felt the literacy session on a whole was successful. Children worked well alone and collaborated well together for most of the time. They were able to build on their communication skills. All resources were available enabling the children to complete the work to the best of their ability. It was disappointing to see disruption on the table however small disruption must be expected within the foundation phase.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	All children should have the opportunity for independent work. It helps build confidence and communication skills. The main issue for me within the session was the boy becoming distracted because he had no further tasks to occupy him.

Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	All children should have the opportunity for independent work. It helps build confidence and communication skills. Possible alternatives to the session would be to differentiate tasks according to ability or to place additional tasks on the table ready if children finish early to avoid disruption.
Transformed experience	

Assisted Reflective Conclusions (ARC) Model

Date: 25/09/2019

Critical incident (focus): Literacy Session (Appendix 2)

Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	I felt the boy wasn't given an opportunity to start a fresh due to his behavior the previous day. I do believe bad behavior has to be addressed but not for such a long period of time especially in the foundation phase. I also felt the work set for him was possibly too difficult and his non-participation at this time was due to him struggling as opposed to a behavior issue.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	I do think it is beneficial to reward and punish as it gives children a better understanding of their actions and how to behave in future, however, I felt this punishment went on to long. As his poor behavior was seen the previous day, I feel a new day should have been started freshly. He should have been given a chance.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i>	I would address previous days actions as it reinforces good behavior however, I wouldn't prolong it. I would allow the boy to start a fresh and reward him when

<i>"What was the cause of the most important disappointing element?"</i>	necessary which would him encourage him in his learning. The boy appeared to be struggling and too afraid to ask for help. I felt he was signaled out for the wrong issue. I don't feel his struggling was acknowledged.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	A differentiated task would be beneficial to avoid the boy struggling and feel out of his depth. Bad behavior should always be acknowledged and addressed however not drawn out for a long period of time. Children should be able to feel positive about their learning experience.

Assisted Reflective Conclusions (ARC) Model

Date: 25/09/2019

Critical incident (focus): Guided reading session (Appendix 3)

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	I initially felt sorry for the girl who was trying her hardest to sound out the word herself before the girl next to her shouted it out. It appeared her confidence had been knocked and was hard to witness. I instantly felt intrigued as to why this girl had shouted out. I began to draw upon knowledge I had of learning theories and where this girl may fit in.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	I felt the guided reading session on a whole was successful, children were enthusiastic and engaged. The reading material was suitable to most children in the group. The starter session was good, getting children to talk to each other and discuss what the story could be about before reading, building their skills. Good use of assessment for learning.

/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	Guided reading sessions are beneficial to develop language skills. I do feel however they should be done away from the rest of the class to avoid disruption. A quieter environment allows for better concentration skills and will enable children to remain on task. The most disappointing element was confidence being knocked, this was caused by possible rules not being address correctly at the beginning and too large a range of abilities in one group.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	I did feel that in future a guided reading session could be done in a quieter room without the distraction of the rest of the class. Clear rules need to be put in place at the start of the session so that it illuminates children shouting out. Look at possible differentiation in order to build confidence amongst children.
Y profiad newydd / Transformed experience	

Assisted Reflective Conclusions (ARC) Model

Date: 25/09/2029

Critical incident (focus): Literacy session, use of I Pads, building on digital competency (Appendix 4)

Profiad/ Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	It was a positive experience to see children being given the opportunity to develop their digital competency skills. It was also positive to see the children being given the opportunity to explore at their own pace.

Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The classroom had a good ICT area. All children were enthusiastic and very competent. Children remained on task. I didn't find any of the learning experience disappointing. Instead I found it positive to see children helping each other.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	All children should have the opportunity for independent work and to build on their digital competency skills. It is beneficial to have children look to each other for guidance and advice. It highlights the theory of the more knowledgeable other and how it benefits children's learning.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	Within my own teaching experience, I will aim to include digital competency into lessons on a regular basis. To illuminate disruption around the rest of the classroom it would be beneficial to look at creating ability groups for digital competency. To make sure there is a knowledgeable other in the group. It could also be a good idea to differentiate the tasks.